2006-2007
TCAP-Alt Participation Guidelines
(Addendum to the IEP)

Student: _____**Assigned Grade Level:** ____**Date:** ___/___/_____**Date of Birth:** ___/___/_____

To participate in the Alternate Assessment, the student must have a current IEP and documentation to support all criteria listed below.

SECTION I

YES	NO	[Evaluation Review of Cognitive/Adaptive Ability] – Check YES or NO and Document Below

❏	❏	**Note: In order to ensure there is sufficient information to document this student has a significant cognitive and adaptive disability, the school psychologist must review all evaluation/assessment information.** After file review and documentation of this review has been made, the school psychologist signs in the space provided below, indicating agreement or non-agreement of the student's significant cognitive and adaptive deficits.
		
		This student demonstrates significantly deficit cognitive ability and adaptive skills which prevent full involvement and completion of the state-approved content standards even with program modifications.
		
		❏ Yes ❏ No | *Review of student files indicates s/he has a significant deficit in cognitive and adaptive level of functioning*:
		
		Psychologist's Printed Name _____/ Signature_____
		Individual Cognitive Ability Test: _____Date: _____
		   Total Battery Score: _____
		      Highest Component Score: _____ Area: _____
		      Lowest Component Score: _____ Area: _____
		Adaptive Behavior Skills Assessment: _____Date: _____
		   Total Battery Score: _____
		      Highest Component Score: _____ Area: _____
		      Lowest Component Score: _____ Area: _____
		NOTE: All Total Scores and Component Scores are required. Provide Standard Scores only.
		
		If documentation in one of the requested areas is unavailable, a detailed explanation for participation in TCAP-Alt must be documented in the spaces provided below. Please include a detailed description of any medical conditions preventing assessment in the requested areas.
		_____
		_____
		_____

YES	NO	[IEP Team Review] – Check YES or NO and Document Below
❏	❏	The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.
❏	❏	There are historical data (current and longitudinal across multiple settings) that confirm the individual student criteria listed above.

YES	NO	
		STUDENT SAFEGUARDS The following conditions have been **ruled out** and **are not the primary justification or reason** this student is not participating in the general Tennessee Comprehensive Assessment Program (TCAP), even with extensive accommodations and modifications:
❏	❏	• excessive or extended absences,
❏	❏	• sensory impairments,
❏	❏	• emotional-behavioral disabilities,
❏	❏	• specific learning disabilities,
❏	❏	• language impairment,
❏	❏	• other health impairment
❏	❏	• developmental disability (i.e., Autism, Asperger's Syndrome, Developmental Delay)
❏	❏	• limited English proficiency, or
❏	❏	• social, cultural, and economic differences.
❏	❏	**The decision for TCAP-Alt participation is based on the needs of the student. It is not based upon anticipated impact on system and/or school performance scores.** **The decision for TCAP-Alt participation is an IEP TEAM DECISION based on the needs of the student. IT IS NOT AN ADMINISTRATIVE DECISION.**

YES	NO	FOR A STUDENT 14 YEARS OF AGE OR OLDER
❏	❏	The student is unable to complete a state approved high school diploma program, even with extended learning opportunities and/or accommodations.

If the answer to any question in Section I is NO—<u>STOP HERE</u>.
This student **does not meet criteria** for participation in the Alternate Assessment.

If ALL the answers to Section I are YES—<u>PROCEED</u> to Section II.

Student: _____**Assigned Grade Level:** _____**Date:** ___/___/_____**Date of Birth:** ___/___/_____

SECTION II

Guidelines for Determining Participation in TCAP-Alt PA or Out-of-Level Assessment

The Portfolio Assessment has been designed to measure academic progress of students with the most significant cognitive and adaptive disabilities.

While the use of out-of-level assessments is an option under TCAP-Alt for 2006-2007, **the IEP Team must be aware that any student who participates in an out-of-level assessment will automatically be reported as a "Non-Participant" for AYP purposes**. The IEP Team must carefully consider if the student is able to meaningfully participate in the out-of-level assessment. The out-of-level assessment chosen must represent challenging academic goals for the student. ***Administration of an assessment that is below the ability level of the student is an inappropriate use of this option***.

CHECK ALL THAT APPLY.

❑ IEP Team Members agree that the student meets participation guidelines for the TN Alternate Assessment.

❑ This student's participation in the TN Alternate Assessment is documented and justified <u>annually</u> on the IEP.

The IEP Team has determined that the student will participate in:

❑ TCAP-Alt: PA (Check Content Areas for Assessment)

⭕ English/Language Arts (includes Writing in Grades 5, 8, and 11) ⭕ Mathematics ⭕ Science⭕ Social Studies

    ▶ Multimedia Permission Form Signed by the Parent: ❑ YES ❑ NO

❑ TCAP-Alt Out-of-Level (*Reminder*: Reported as a "Non-Participant" for AYP purposes)

❑ TCAP-Alt Writing Assessment (Grades 5, 8 and 11) – For use by students participating in Out-of-Level option only.

YES	NO	**If the student is participating in the Out-of-Level option, complete the following information.**
❑	❑	Based on criterion-referenced or norm-referenced assessments, the student's <u>instructional reading level</u> measures at least pre-kindergarten/readiness skills level • Test: _____Date: _____ • Instructional Reading Level: _____
❑	❑	The IEP Team is <u>in agreement</u> that Out-of-Level assessment is the most appropriate option for the student. The IEP Team agrees that the Out-of-Level assessment chosen represents challenging academic goals for the student.
If the answers to both questions above are YES, the student may participate in the TCAP-Alt Out-of-Level Assessment if the IEP Team feels this to be the most appropriate option for the student.		

IEP TEAM MEMBERS:

Signature	*Position*
_____	|_____
_____	|_____
_____	|_____
_____	|_____
_____	|_____
_____	|_____

SCHOOL PRINCIPAL:

Signature: _____

Note: Students who do not meet *TCAP-Alt Participation Guidelines* but are assessed with the TCAP-Alt Assessment will be reported as Non-Participants for AYP purposes.

ED 3089 – Rev. 7-06
TN Department of Education

TCAP-Alt Participation Guidelines
MULTIMEDIA PERMISSION FORM

Date: _____

I give my permission for the _____ School to take pictures, video or audiotape of my son or daughter _____ during the 2006-2007 school year.

I understand that this will be included in my son's or daughter's State Assessment and will be used for educational purposes only. Any reproduction of my son's or daughter's assessment for state scoring training will require that all identifying information be removed.

_____
Signature of Parent/Caregiver

Table of Contents

Student Name: _____

DOB: _____Assigned Grade Level: ____

School: _____

<div align="right">

Page Number

</div>

Schedule (give page number(s) of location)……………..

Sample of Student's Mode of Communication, Instructional Adaptations, and Statement of Inclusion………………………..……………………………

Portfolio Validation…………………………………………

Entry #1: Reading/Language Arts…………..……………..

Entry #2: Mathematics…………………………………………..

Entry #3: Science………………………………………………

Entry #4: Social Studies……………………………………

Comments:_____
_____
_____
_____
_____
_____
_____

PORTFOLIO VALIDATION

We, the undersigned, verify that the student participated in the TCAP-Alt Portfolio Assessment.

Assessment Team Signatures

Parent/Guardian: _____

Principal: _____   _____
                                                                                    Signature

Spec. Ed. Teacher: _____   _____
                                                                                    Signature

Gen. Ed. Teacher: _____   _____
                                                                                    Signature

Testing Coordinator: _____   _____
   (Building Level)   Signature

Student: _____   _____
   (if applicable)   Signature

Other (specify position): _____   _____
                                                                                    Signature

Other (specify position): _____   _____
                                                                                    Signature

TCAP-ALT EVIDENCE SHEET

The TCAP-Alt Evidence Sheet is a REQUIRED component of the portfolio. TCAP-Alt Portfolio Assessments submitted without this completed form will receive an automatic score of zero.

Student Name: _____ Grade Level: _____ Date: _____

Content Area Assessed (Circle One): Reading/Language Arts   Math   Science   Social Studies

Content Area Standard Assessed: _____ Alternate Learning Expectation**:** _____

Alternate Performance Indicator_____

LEARNING ACTIVITY

Provide a clear explanation of activity and materials used:

_____
_____
_____
_____

Choices

The student's choice within the activity was in the area of:

(Mark Only One):

❑ *Materials*   ❑ *Who to work with*
❑ *Reward/positive reinforcement for completing activity*   ❑ *When to work on the activity*
❑ *Where to work on the activity*

(Circle Student's Choice)

Choice 1 _____   *Choice 2* _____

Settings

The student will work on this skill in _____.
                                        Setting

This setting is (*General Education* or *Special Education*).
                     ---Circle <u>One of the Above</u>—

Supports

The student worked with…

_____ _____ *General Education* or *Special Education*
     Signature   **Position**   ---Circle <u>One of the Above</u>—

Peer Interactions

Type of Interaction: (Group assignment, peer supports, etc.)
_____

Provide sentence explaining how student interacted with peers on this activity. (See page 82 in TCAP-Alt Teacher's Manual for definition of peer.)
_____

Signature / Grade level of Peer: _____ **Grade Level** _____

Lesson Plan (For Planning Purposes Only)

Teacher: **Date:**

Alternate Learning Expectation:

Content Area: **Lesson Includes:**

- ❑ Related Choices

Data Period: ❑**1**   ❑**2**   ❑ Natural Support
                                                                Who? _____

Performance Indicator: ❑ Inclusive Setting
                                                                Where? _____
Activity:
                                                          ❑ Non-disabled Peer Interaction
                                                                Grade Level? _____

Supplies: ❑ Age Appropriate Activities

                                                          ❑ Content Area Related Activities

Setting:

❑ General Ed. Class	❑ Office	❑ P.E. Class	❑ Guidance
❑ Library	❑ Special Ed. Class	❑ Computer	❑ Cafeteria
❑ Assembly	❑ Hallway	❑ Fieldtrip	❑ Music
❑ Art	❑ Other (specify) _____		

Time   Procedures Followed:

Introduction:

Review of previously taught material/lesson connections:

Activities:

Lesson Review/Re-teach:

Adaptations:

Assistive Technology:

Assessment:

Student: _____

Content Standard: _____

Alternate Learning Expectation: _____

Alternate Performance Indicator: _____

Graphing of Student Progress

Data Point – DATE																		
Independent w/o Prompt																		
Proximity Prompt																		
Verbal Prompt																		
Modeling																		
Touch Prompt																		
Hand-Over-Hand																		
Full Physical Prompt																		
Physical Withdrawal																		
Choice																		
Inclusion (Y/N)																		
Setting Code																		
Peer Interactions (Y/N)																		
Natural Support (Y/N)																		

Settings Codes

			Choice
Computer – C	Speech – S		o – Materials
Music – M	PE – PE		# – Reward
Guidance – G	Recess – R		* – Who
Art – A	Lunch – Lu		^ – When/Where
Gen. Ed. Class –GE	Hallway – H		
Spec. Ed. Class – SP	Library – L		

Support Signatures   Position   GE or SP   **Peer Interaction Signatures**
1. _____ /_____ / _____   1. _____
2. _____ /_____ / _____   2. _____
3. _____ /_____ / _____   3. _____

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Student: _____

Content Standard: _____

Alternate Learning Expectation: _____

Alternate Performance Indicator: _____

Graphing of Student Progress

	Data Point – DATE																				
Completed on Attempt	# 1																				
	# 2																				
	# 3																				
	# 4																				
	# 5																				
	# 6																				
	# 7																				
	# 8																				
	# 9																				
	# 10																				
	Choice																				
	Inclusion (Y/N)																				
	Setting Code																				
	Peer Interactions (Y/N)																				
	Natural Support (Y/N)																				

Settings Codes

Computer – C   Speech – S
Music – M   PE – PE
Guidance – G   Recess – R
Art – A   Lunch – Lu
Gen. Ed. Class –GE   Hallway – H
Spec. Ed. Class – SP Library – L

Choice

o – Materials
– Reward
* – Who
^ – When/Where

Support Signatures   Position   GE or SP
1. _____ /_____ / _____
2. _____ /_____ / _____
3. _____ /_____ / _____

Peer Interaction Signatures
1. _____
2. _____
3. _____

Student: _____

Content Standard: _____

Alternate Learning Expectation: _____

Alternate Performance Indicator: _____

Graphing of Student Progress

Data Point – DATE																						
100																						
90																						
80																						
70																						
60																						
50																						
40																						
30																						
20																						
10																						
0																						
Choice																						
Inclusion (Y/N)																						
Setting Code																						
Peer Interactions (Y/N)																						
Natural Support (Y/N)																						

(Y-axis label: Percentage Correct)

Settings Codes

		Choice
Computer – C	Speech – S	o – Materials
Music – M	PE – PE	# – Reward
Guidance – G	Recess – R	* – Who
Art – A	Lunch – Lu	^ – When/Where
Gen. Ed. Class –GE	Hallway – H	
Spec. Ed. Class – SP	Library – L	

Support Signatures   Position   GE or SP
1. _____ /_____ / _____
2. _____ /_____ / _____
3. _____ /_____ / _____

Peer Interaction Signatures
1. _____
2. _____
3. _____

Student: _____

Content Standard:_____

Alternate Learning Expectation: _____

Alternate Performance Indicator: _____

Graphing of Student Progress

Data Point – DATE																			
Step 10																			
Step 9																			
Step 8																			
Step 7																			
Step 6																			
Step 5																			
Step 4																			
Step 3																			
Step 2																			
Step 1																			
Choice																			
Inclusion (Y/N)																			
Setting Code																			
Peer Interactions (Y/N)																			
Natural Support (Y/N)																			

Settings Codes

Computer – C	Speech – S
Music – M	PE – PE
Guidance – G	Recess – R
Art – A	Lunch – Lu
Gen. Ed. Class –GE	Hallway – H
Spec. Ed. Class – SP	Library – L

Choice
o – Materials
– Reward
* – Who
^ – When/Where

Peer Interaction Signatures
1. _____
2. _____
3. _____

Prompt Codes

I – Independence	M – Model
PP – Proximity Prompt	TT – Touch Prompt
VP – Verbal Prompt	HH – Hand over Hand
FP – Full Physical	W/D – Physical Withdrawal

Support Signatures Position GE or SP
1. _____ /_____ / _____
2. _____ /_____ / _____
3. _____ /_____ / _____

Scoring Guide (For Planning Purposes Only)
Regular and Modified Rubrics

Reading/Language Arts

Indicate each with a √ or X

Content (Evidence Sheet and Graph) _____ _____ _____

Content Standards _____ _____ _____

Alternate Performance Indicators _____ _____ _____

Activities _____ _____ _____

Graph with 15 data points _____ _____ _____   Content Score _____

Choice (must have a good activity; check each occurrence for a different choice type) _____ _____ _____   Choice Score _____

Settings (check each occurrence) _____ _____ _____ _____   Settings Score _____

Supports (need good activity; check each occurrence) _____ _____ _____   Supports Score _____

Peer Interactions (one per API) _____ _____ _____   Peer Int. Score _____

Math

Indicate each with a √ or X

Content (Evidence Sheet and Graph) _____ _____ _____

Content Standards _____ _____ _____

Alternate Performance Indicators _____ _____ _____

Activities _____ _____ _____

Graph with 15 data points _____ _____ _____   Content Score _____

Choice (must have a good activity; check each occurrence for a different choice type) _____ _____ _____   Choice Score _____

Settings (check each occurrence) _____ _____ _____ _____   Settings Score _____

Supports (need good activity; check each occurrence) _____ _____ _____   Supports Score _____

Peer Interactions (one per API) _____ _____ _____   Peer Int. Score _____

Science

Indicate each with a √ or X

Content (Evidence Sheet and Graph) _____ _____ _____

Content Standards _____ _____ _____

Alternate Performance Indicators _____ _____ _____

Activities _____ _____ _____

Graph with 15 data points _____ _____ _____   Content Score _____

Choice (must have a good activity; check each occurrence for a different choice type) _____ _____ _____   Choice Score _____

Settings (check each occurrence) _____ _____ _____ _____   Settings Score _____

Supports (need good activity; check each occurrence) _____ _____ _____   Supports Score _____

Peer Interactions (one per API) _____ _____ _____   Peer Int. Score _____

Social Studies

Indicate each with a √ or X

Content (Evidence Sheet and Graph) _____ _____ _____

Content Standards _____ _____ _____

Alternate Performance Indicators _____ _____ _____

Activities _____ _____ _____

Graph with 15 data points _____ _____ _____   Content Score _____

Choice (must have a good activity; check each occurrence for a different choice type) _____ _____ _____   Choice Score _____

Settings (check each occurrence) _____ _____ _____ _____   Settings Score _____

Supports (need good activity; check each occurrence) _____ _____ _____   Supports Score _____

Peer Interactions (one per API) _____ _____ _____   Peer Int. Score _____

Scoring Guide (For Planning Purposes Only)
Homebound Rubric-Special Day Schools

Did you include the required components?

☐ Schedule with Evidence of Use

☐ Portfolio Validation Form

☐ Table of Contents

☐ Mode of Communication/ Adaptations/ Statement of Inclusion

☐ Tabbed Content Area Page Dividers

Reading/Language Arts

Indicate each with a √ or X

Content (Evidence Sheet and Graph) _____ _____ _____
Content Standards _____ _____ _____
Alternate Performance Indicators _____ _____ _____
Activities _____ _____ _____
Graph with 15 data points _____ _____ _____ Content Score _____
Choice (must have a good activity; check each
occurrence for a different choice type) _____ _____ _____ Choice Score _____

Math

Indicate each with a √ or X

Content (Evidence Sheet and Graph) _____ _____ _____
Content Standards _____ _____ _____
Alternate Performance Indicators _____ _____ _____
Activities _____ _____ _____
Graph with 15 data points _____ _____ _____ Content Score _____
Choice (must have a good activity; check each
occurrence for a different choice type) _____ _____ _____ Choice Score _____

Science

Indicate each with a √ or X

Content (Evidence Sheet and Graph) _____ _____ _____
Content Standards _____ _____ _____
Alternate Performance Indicators _____ _____ _____
Activities _____ _____ _____
Graph with 15 data points _____ _____ _____ Content Score _____
Choice (must have a good activity; check each
occurrence for a different choice type) _____ _____ _____ Choice Score _____

Social Studies

Indicate each with a √ or X

Content (Evidence Sheet and Graph) _____ _____ _____
Content Standards _____ _____ _____
Alternate Performance Indicators _____ _____ _____
Activities _____ _____ _____
Graph with 15 data points _____ _____ _____ Content Score _____
Choice (must have a good activity; check each
occurrence for a different choice type) _____ _____ _____ Choice Score _____

Scoring Guide (For Planning Purposes Only)
Homebound Rubric-Homebound Only

Reading/Language Arts

Indicate each with a √ or X

Content (Evidence Sheet and Graph) _____ _____ _____
Content Standards _____ _____ _____
Alternate Performance Indicators _____ _____ _____
Activities _____ _____ _____
Graph with 10 data points _____ _____ _____ Content Score _____
Choice (must have a good activity; check each _____ _____ _____ Choice Score _____
occurrence for a different choice type)

Math

Indicate each with a √ or X

Content (Evidence Sheet and Graph) _____ _____ _____
Content Standards _____ _____ _____
Alternate Performance Indicators _____ _____ _____
Activities _____ _____ _____
Graph with 15 data points _____ _____ _____ Content Score _____
Choice (must have a good activity; check each _____ _____ _____ Choice Score _____
occurrence for a different choice type)

Science

Indicate each with a √ or X

Content (Evidence Sheet and Graph) _____ _____ _____
Content Standards _____ _____ _____
Alternate Performance Indicators _____ _____ _____
Activities _____ _____ _____
Graph with 15 data points _____ _____ _____ Content Score _____
Choice (must have a good activity; check each _____ _____ _____ Choice Score _____
occurrence for a different choice type)

Social Studies

Indicate each with a √ or X

Content (Evidence Sheet and Graph) _____ _____ _____
Content Standards _____ _____ _____
Alternate Performance Indicators _____ _____ _____
Activities _____ _____ _____
Graph with 15 data points _____ _____ _____ Content Score _____
Choice (must have a good activity; check each _____ _____ _____ Choice Score _____
occurrence for a different choice type)